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ABSTRACT

Quotes and writings of students involved at the Federal Youth Center in Ashland, Kentucky are used in this report to show how they feel about the Newgate Project at the Center and about a course called Personal Development. Newgate has increasingly stimulated the prison environment in a positive manner to enhance the confinement situation of the inmates. While Project Newgate is geared to prepare students academically for post-high school education after release from custody, the course in personal development seeks to correct deficiencies in basic human social values, character, ethics, morals, and standards by providing experiences for individuals and groups in interaction. The students highly approve of the opportunities offered to them in both the Newgate Project and the Personal Development course. A nine-page bibliography on criminology is included. (CL)

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NEW DOORS FOR NEWGATE

Project Newgate
Federal Youth Center
Ashland, Kentucky

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NEW DOORS FOR NEWGATE

Has Newgate been able to help the students involved at the Federal Youth Center in Ashland, Kentucky? This is the most common question of an outsider--the educator, psychologist, newsman, etc. This question was asked once again by an educator participating in an in-service day at the Federal Youth Center during the month of February, 1970. The Newgate student present at that moment subtly answered. His answer included his past, present, and future for a complete overview. The group remained silent throughout the Newgater's explanation of his misdemeanors on the outside previous to his conviction. What started as minor offenses became more involved eventually landing him in the Federal Youth Center. The inmate explained that he was traveling a dead end road on the outside and would have been doing the same after his release if it were not for the dedicated people of Newgate. The group remained quiet and not so dry eyed. The student concluded by explaining in detail what Newgate had done for him and other students.

The statements made by this one student to the visiting educators were voluntary and typical of other student's views in the Newgate Project at the Ashland Federal Youth Center. The project's staff have made several decisive adjustments to further accommodate the young men in Project Newgate. Yes, adjustments, innovations, whatever you may prefer to use, were needed by the staff and students. The changes the staff were able to make directly affected the students' receptiveness and attitude toward Newgate and to prison environment. One of the young men in the Ashland project wrote the following paper in one of his Newgate college English courses. This paper was written in the early weeks of the Ashland project. This student's views are centered around

the amount of treatment the incarcerated person receives to prevent him from committing another crime. Proper educational treatment was cited as the most important--based on current statistics released by the United States Attorney General.

What Does Imprisonment Accomplish?

One often inquires what imprisonment accomplishes. I shall focus upon the question by discussing some of the attitudes and qualities instilled within an individual during his period of incarceration.

The opportunity for an education appears to be one of the assets of institutional life. An abundance of time characterizes the incarcerated youth, and the amount of responsibilities to which he must devote himself are quite meager. Life for this individual is void of obligations such as parental support, financial accruals, social demands, etc. and all costs of the individual's education are sustained by the institution. Whereas a person plagued by the demands of society may lack an understanding of higher education, the incarcerated youth enjoys access to a multitude of qualified persons who can advise him on educational and occupational opportunities. For these reasons I feel educational opportunities for the incarcerated individual are virtually limitless.

Even though educational opportunities may flourish in a prison setting, opportunities for self-improvement in other areas are severely limited. Just as he is confined by barriers bordering the institution, chances for the prisoner to acquire new skills are similarly thwarted. For example, it would be physically impossible for him to develop skills and experience in areas such as salesmanship, aviation, real estate and so on. As self-improvement is generally

dependent upon social interaction and association, the imprisoned person is here again handicapped. Except for his peer group of social rejects, he has few with whom he can intelligently exchange ideas and experiences.

Life in a correctional institution seems to have a recognizable impact upon an individual's values, and this influence usually creates values which are completely incompatible with society. For reason that the peer group serves as his chief influential environment, the incarcerated person eventually adopts and subscribes to the same qualities and traits emphasized by the group. Qualities and traits admired by the group are not those such as kindness, fairness, altruism, and candor--these are interpreted as weakness--but more useful ones such as deceit, connivance, apathy and the manipulation of people are instead employed. Naturally, this type of exposure rehabilitates the individual in a rather negative manner.

Although personal responsibility is regarded as a highly favorable quality, one seldom develops it under everyday institutional life. Personal responsibility fails to develop because little is actually expected of the individual; any responsibility he must meet is fulfilled, not by personal incentive, but by his overseers. As his daily life is quite routine and rigidly scheduled, decision making demands are very nearly nonexistent. Living under this type of life, one is encouraged to rely upon others, rather than accept the responsibilities which will some day be demanded of him.

Another disadvantage of prison environment is that it diminishes, rather than stimulates an individual's sense of worth. The contemporary inmate finds it extremely difficult--of not impossible--to receive recognition. Little can be achieved which might attract recognition, and achievements warranting

recognition usually find a few opportunities for utilization. An incarcerated person may perform quite well in his duties and assigned expectations, but the feedback perceived by such performance does little to convince him of his benefit and contribution to society. His sense of worth, thus diminishes.

The amount of treatment the incarcerated person receives to prevent him from committing another crime seems very minute when contrasted against his overall period of incarceration. Current statistics released by the United States Attorney General reveal that the average prisoner serves a period of two years and ten months in confinement, but during this period receives little more than thirty hours of actual treatment.

Weighing the advantages of imprisonment against its disadvantage, I am forced to conclude that it hinders rather than helps the individual. If we could somehow select the assets of incarceration, such as educational opportunities and clinical treatment, and combine these with a more favorable and stimulating environment, I feel we might then have what one could correctly define as a true rehabilitation center.

Brock Weidner, Newgate Student

Federal Youth Center
Ashland, Kentucky

Newgate has increasingly stimulated the prison environment in a positive manner to enhance the confinement situation of the Newgaters at the Ashland Federal Youth Center. The incarcerated individuals need a complete environmental change for a proper rehabilitation. Newgate's educational innovations can help fill the gap, but there is more that has to be done to eliminate an eventual total dichotomy between today's so-called rehabilitated prisoners and a society that is not capable of accepting them.

What have the students done for Newgate? One may ask if the students are as involved with Newgate as the staff. It appears that through a recent surge of letters to the Office of Economic Opportunity that the students do want and will support Newgate in every way possible. The cause of the letters was in response to indications that Project Newgate would not be refunded. The following quotes are from various letters.

Whether it be inside an institution or out in society, an education is now an important goal in my life. The Newgate program from all indications appears to be helping me reach this goal.

Recently, I was told that due to the budget, the Newgate program will be discontinued after this present semester. If this is done it will be the end of the most valuable rehabilitation program in the entire institution. As a result of this program, some of the students have become aware of the benefits of a good education.

I hope Project Newgate will continue and become a nationwide project. It helped me out, and that's a "good start." I hope I can be of some assistance to the project when I leave.

I feel that Project Newgate is the most beneficial program in criminal institutions today, and sincerely hope this program is refunded so that it may offer others the same opportunity it has given me.

Newgate is a tremendous success as I view it. It is helping many unfortunate individuals who might have never thought one way or another about furthering their education. Newgate is giving young people the initiative that they need to go onto life and to do something better for themselves.

To summarize, all I can say is that I feel deeply indebted to the Newgate program and the staff. Without this program I wouldn't have a chance. It is for this reason that I sincerely hope that O.E.O. will do all it can to help the Newgate program to continue helping young men like me to make a decent life through a decent education.

Yes, Newgate has helped the students and as well the students have helped ^{the} the project. But, this is only the beginning of a cooperative relationship between inmates, staff and society. The student speaking to the educators, the student who wrote the paper, and the quotes from various other students all say one thing, "We all need Newgate." Newgate has to date been extremely successful, but every day opens a new door for Newgate and behind each door there stands a new challenge.

PERSONAL DEVELOPMENT INSTITUTE REPORT

**Project Newgate
Federal Youth Center
Ashland, Kentucky**

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PERSONAL DEVELOPMENT INSTITUTE REPORT

One of the most dynamic courses in the Project Newgate curriculum is the Personal Development class taught by Mrs. Adron Doran wife of Morehead State University President Doran. Mrs. Doran goes to the Federal Youth Center once a week to instruct two classes of Newgate students in personal development.

While Project Newgate is geared to prepare students academically for post-high school education after release from custody, personal development is geared to prepare the inmate for entrance into a society unlike that offered by his present environment.

It has long since been recognized that there is a component of education that has been lacking or omitted from the curriculum of high school and many colleges and universities--that of personal development. The young men in Project Newgate at the Federal Youth Center in Ashland, Kentucky are as most other students in the United States--deficient in basic human social values, character, ethics, morals, and standards. Mrs. Doran attempts to provide experiences for individuals and groups in interaction to encourage development of such basic facts of life and living. The objectives of Mrs. Doran's Personal Development Institute are:

1. To identify and better understand the forces that affect the personal development potential of students and adults in today's changing social, economic, and political climate.
2. To develop in those who attain knowledge and skills certain intangibles like confidence, poise, personal appearance, a self-assurance.
3. To assist the student in a realistic assessment of himself and his surroundings.

4. To develop in the student the correct set of personality traits such as perserverance and dependability to carry them to the successful completion of any endeavor.
5. To assist the student in developing attractive voice quality, good speech habits and the art of conversation.
6. To encourage and conduct research projects to ferret out objective data to assist in further development of the Institute.

What have the inmates reactions been to the course in Personal Development? Perhaps the words of Newgate students will best explain their personal reaction. One inmate commented to a newspaper reporter and was quoted to say, "She teaches us things we have wondered about but didn't have anyone to ask before." The students tend to forget how they impress others due to confinement. Or as the students phrase it, "just how they come on." Mrs. Doran stresses the importance of proper speech and the art of conversation in a typical session when she may be heard saying, "Let's stop the lingo." The inmates are firmly aware of this direct statement, and what she means. "You can't afford the luxury of talking as if you've been in prison . . . Eat slowly if it kills you . . . You can look poised long enough to be poised . . ." The inmates have responded in a commendable manner in Personal Development and their overall outlook of life's offerings on the outside has brightened as a result of this course. Another inmate was quoted to say when speaking with President Doran, "Sir, until this program started, I had no dream of going to college, now I realize there is something good in my future." Indeed their future can be prosperous and Personal Development is one more step in the right direction toward a "good future."

Wilbert H. Russell a Newgate student acted as somewhat of a spokesman when he wrote and dedicated the following poem to Mrs. Doran.

DEDICATED TO MRS. DORAN

Mrs. Doran is a strong and thoughtful woman,
who teaches at the Ashland Federal Institution.
She comes here on her own free will,
to teach her boys a new and better skill.
It's all about manners and self preservation,
and the day of joy on the day of graduation.
She's a Queen but doesn't know it yet,
she'll soon be a famous woman, I'll bet.
She tells us things, I haven't counted,
but since she came, they sure have mounted.
I wish she could come here forever,
if she could, our lives would get better.
But since she only has a little time,
I can only dedicate these words that rhyme.
I give my love and all my blessings,
so she'll remember me, instead of guessing.

Wilbert H. Russell
Rome, New York

The students write to Mrs. Doran for answers that they cannot get from anyone else or would hesitate to ask of others. Some have serious questions, while some just need to express their joy about being accepted to college or the joy of going home. These young men, through Personal Development understand what to expect from the rapidly changed society they will soon enter. As one Newgate student said in a recent letter to Mrs. Doran, "I realize too that things may not turn out like I hope they will and believe me, I'll be ready for it when it does happen. In the meantime I'll be pushing all the harder to make sure it's not too big of a disappointment to me. After all, who knows what the future holds for me?" These students are ready for the challenge of today's complexities. They will do well because they have learned how to please, how to push, and how to associate with the people on the outside. Mrs. Doran gives the inmates insight so that they may have foresight.

The following poem written by a Newgate student enables one to acquire a measure of assurance regarding the outcome of the inmates after their release into society. The last line is particularly significant.

MAN'S LIFE FOR MAN

Heavenly Father up above

let us pray for strength and love

May we all have courage to give

to make a reason for us to live

May this be known to every woman and man

to look at reason and to understand

That all our hearts be magnified so true

to help us know exactly what to do

That with each other we abide

to fight together with no divide

We need not conquer each others nation

but find man's fault in his relation

May the joy of each day in each season

bring happiness to man with more reason

And may man live forever on his own

and sympathy and harmony never gone

That his future be filled with confidence

and may he always live with good sense

The time for man has finally come

to find himself and get things done.

Following are quotations of Newgate students relevant to Personal Development and slang definitions used in the everyday lingo of an inmate.

"Just how they come on"

"She teaches us things we have wondered about but didn't have anyone to ask before"

"Hang it up" - This is used by one inmate to another meaning that this other inmate better give his soul to God, because his buttocks belong to the other inmate.

"Clock" - This is the name for the inmate who has just come into the institution.

"Fagut" - One of the more common words used for the homosexual individual.

"Get Light" - This is told to one inmate by another when he wants that particular inmate to leave or vacate the premises, such as being told to "get lost."

"Wheel" - One who has many friends and thinks that he owns the compound.

"Hack" - Name given to any member of the prison guard staff. If one is feared more by the prisoners, he may be referred to as a "super hack."

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